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ABSTRACT

The high level of prejudice in an average 9th grade world history class was addressed by the implementation of a custom-designed prejudice reduction program. Lessons were drawn from "The Prejudice Book" (Shiman, 1979); "A World of Difference" (Anti-Defamation League of B'nai B'rith, 1986); and "Hands Across the Campus" (Tiara, 1981). Lessons were selected based on the sensibilities and abilities of the target group. Where possible, lessons from regular world history curricula were incorporated into the practicum topic. Results indicated reduction of prejudice as compared on pre- and posttests. It was concluded that carefully selected prejudice reduction activities and attention to opportunities within the regular curriculum can reduce prejudice. Appendices include sample lessons, surveys, and directions for activities and assignments. Tables provide student data. (Author/DB)

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ALLEVIATING PREJUDICE AMONG NINTH GRADE WORLD HISTORY STUDENTS

By

BONNIE W. WESTON

A Practicum Report
submitted to the Faculty of the Center for
the Advancement of Education of Nova University
in partial fulfillment of the requirements for the
degree of Master of Science.

The abstract of this report may be placed in a
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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Bonnie W. Weston

Abstract

Alleviating Prejudice Among Ninth Grade World History Students
Weston, Bonnie W., 1990: Practicum Report, Nova University, The Center For the Advancement of Education.
Descriptors: Prejudice/Stereotyping/Discrimination/ Predilection/Ethnic Studies/Race/Sociology/Secondary Education/Adolescence/Intergroup Relations

The high level of prejudice in an average ninth grade World History class was addressed by the implementation of a custom-designed prejudice reduction program. Lessons were drawn from The Prejudice Book (Shiman, 1979), A World of Difference, (1986), and Hands Across the Campus (Tiara, 1981). Lessons were selected based on the sensibilities and abilities of the target group. Where possible, lessons from regular World History curriculum were incorporated into the practicum topic. Results indicated reduction of prejudice as compared on pre- and posttests. It was concluded that carefully selected prejudice reduction activities and attention to opportunities within the regular curriculum can reduce prejudice. Appendices include sample lessons, surveys, and directions for activities and assignments. Tables provide student data.

CHAPTER I

Purpose

The target school is a comprehensive urban high school, including grades nine through twelve. During the 1988-1989 school year, the population numbered 2,298. The student body was relatively stable due to the residential make-up of the immediate community which was predominately Black. As far back as 1969, the school was 80 percent White and 20 percent Black. The community received national recognition for its apparently successful efforts toward integration. A review of back issues of yearbooks revealed 1976 as a turning point in the school's racial balance. "White flight" had an impact on the percentages, virtually reversing the statistics.

The student population during the 1989-1990 school year reflected the following ethnic proportions: Black 77 percent, Hispanic 17 percent, White 5 percent, Others less than 1 percent. The staff consisted of 73 White, 29 Black, 19 Hispanic and two Asian instructors. There were five guidance counselors, an Occupational Specialist, a College

Advisor, a Student Activities Director and three assistant principals in addition to the principal. The clerical staff numbered eight with a custodial staff of seventeen. There were four full-time and five part-time security monitors. Most clerical, support and custodial staff were Black. The principal was Black, one assistant principal was Black and two others were White. The ethnic proportions of the student body, faculty and administration led to some recognizable tensions.

The dominant ethnic group was Black, and Hispanics and Whites were reluctant to challenge others or to defend themselves when challenged physically. There were reports of prejudice on the part of Hispanic instructors reported to the writer by Black students. White teachers reported similar perceptions and Black instructors described parallel feelings. There was evidence of segregation in the faculty lounge. Cross-racial friendships appeared infrequently, and remarks of a racial nature were overheard.

The school was situated in a community where racial unrest occurred repeatedly during the last decade. In a school of over 2200, there was one Black History course offered with an enrollment of

16. The school had a reputation which compounded the problem. Seen as a "jock" or sports oriented institution, academically gifted students often transferred to another nearby school, or to one of the special magnet programs intended to integrate other locations. Those students who remained at the school were pressured to disguise their abilities in order to be accepted by their peers.

To establish a baseline measurement of the problem as it existed at the target school, a survey adapted by the writer was conducted on December 1, 1989 (Appendix A:54). The poll consisted of 34 statements to which respondents were to indicate strength of agreement or disagreement. The focus of the poll was evidence of stereotyping of a general nature. The following criteria were used to measure prejudice of the respondent. If the student responded positively to less than four statements, the category was "unprejudiced". If the student responded positively to between five and 10 statements, the category was "low to moderate prejudice." When the student answered between 10 and 15 statements positively, the category was "prejudiced." Answering positively more than 15 times resulted in being placed in the "very

prejudiced" category. There were no students who scored zero, and there were several who scored above 30.

While there was no validity data available, the original survey was obtained through the helpfulness of the department chairperson of another senior high school in the system, who deemed it a creditable tool. The author developed a second survey instrument which focused more narrowly on the characteristics of the target school (Appendix B:58). This second survey was utilized as both a pretest and a posttest for the target group. The school chose to implement a prejudice reduction program as part of its Quality Instruction Incentives Program (QUIIP) project. Participation in the project was described as marginal by the lead teacher. The identification of the problem by school leaders lent credibility to the writer's choice of topics. This practicum sought to positively influence student opinion by implementing a program which emphasized reduction of stereotyping.

The project directly affected only one of the writer's five ninth grade World History classes. The class was chosen because of its racial balance and observable behavior problems. There were 14 Black,

two White, and four Hispanic students who participated in the entire process. There were six other students whose attendance was irregular and who were not present for the posttest. The data on these six students was not included in Chapter IV of this report. More than 50 percent of the students surveyed on December 1, 1989, fell in the categories of "prejudiced" or "very prejudiced"; an unacceptable level. A perfect society would have no prejudice. The author hoped to find no more than one third of the target group so designated at the conclusion of the practicum.

Over a period of 10 weeks during which weekly prejudice reduction lessons were implemented, the author expected to reduce prejudice by one level as measured by the Opinion Survey (Appendix B:58) in 50 percent of the target group. Students initially placed in the "prejudiced" category would afterwards place in the "low to moderate prejudice" category. Similar reductions were expected for all categories.

Three sub-objectives were included. Firstly, the writer expected for students to demonstrate knowledge of the terminology of prejudice on the evaluation instrument (Appendix C:61) by correctly answering four of five questions. Secondly, evidence

of the ability to distinguish between a stereotype and a fact was expected to be 75 percent successful (Appendix D:64). Thirdly, sexual stereotyping was expected to decrease as shown by an analysis of responses to item eight on the pre- and posttests (Appendix B:58). Finally, the writer expected classroom incidents of a racial nature, name-calling and use of epithets, to decrease. An overall improvement in classroom behavior evidenced by a decline in student referrals was anticipated. An implementation log kept by the teacher served to monitor progress in these areas.

CHAPTER II

Research and Solution Strategy

Prejudice is "an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics" (Webster, p. 670). The word prejudice has a negative connotation for good reason. The effect is to place people at a disadvantage solely because the prejudiced person is predisposed to react in a certain way and to disregard facts to the contrary. The effects go much further. Prejudice and its companion, discrimination, are persistent problems for modern American society. Because they are society's problems, they are also the interest of concerned educators.

Most basic civics textbooks devote at least one chapter to the subject. Critics may feel that to be insufficient, but it does indicate acknowledgement of the problem. Various seminars and workshops have been held to heighten awareness of the issue within the school system of the target school. "A World of Difference," in its fourth year in the county, is a comprehensive prejudice reduction program. This

program brings together the community, the media, and the school system in an effort to address the problem of prejudice. Operating in the county for nearly 10 years, the "Hands Across the Campus" program has presented workshops on various topics for both teachers and students. An integral part of this program is an extracurricular club which serves as a core group in promoting cross cultural understanding. As a participant in these programs, the school system acknowledges that a problem of prejudice and discrimination exists, and accepts at least some responsibility in seeking a solution.

The United States is not the "melting pot" theorists once claimed it was. Ethnicity still remains an important force in American society. Cultural, racial, and religious differences have not dissolved. "At least 67 racist and anti-Semitic hate organizations are active in the United States today . . ." (Anti-Defamation League Special Report, p. 1). The past six years have been one of the most violent eras according to the Special Report on Hate Groups in America. The violence has not bypassed Miami, As recently as February, 1988, vandals smashed windows and defaced a South Dade synagogue. The congregation was "greeted by broken windows,

racial and religious slurs scrawled on walls, stenciled crosses and improperly drawn swastikas" (Steinbeck, 1988, p. 1A).

Discrimination has not been confined to the Jewish community. The acquittals of four white policemen charged with the beating death of a black man sparked violence in Overtown in 1980. The underlying implication of discrimination by the justice system was not lost on a national audience. Feelings of alienation in the black community caused by perceptions of prejudice and discrimination on the part of law enforcement officials have resurfaced since 1980.

Achenback theorized that in Dade County a riot syndrome exists (Tropic, 1989). In the past 10 years rioting has occurred four times. "A Police Shooting. A Furious Aftermath. The Pattern is Set. Only The Names Have Been Changed" (Achenbach, 1989, p. 10). Miami Police Chief Perry Anderson, as quoted by Achenback, believes "It's [sic] almost as though we have become conditioned to expect a riot for every kind of situation that may occur" (1989, p. 17). Achenback continues, "The McDuffie riot cast a spell over the entire decade. It was a joltingly new kind of event that exceeded in its savagery everything

that came before or after in any city in America (1989, p. 17).

Prejudice and discrimination are perceived by Achenbach as both the cause and effect of riots.

> Recovery from such trauma is not easy. In a city already tense from refugee influxes and drug infiltrations, from profound economic inequities and potent exile politics, the pall of the riots added yet another level of pathology to daily life. Blacks distrusted whites, whites distrusted blacks. Reality follows perception and the perception was ugly. Routine existence takes on a paranoia: The quickened pulse at an approaching figure on a darkened street; the elbow slamming down on the car-door button in a bad neighborhood; a moment of fear and bravado in a video arcade. (1989, p. 17)

One direct result of the riots in Miami was community self-study. In his analysis of the McDuffie riots, Achenbach outlined possible explanations.

> Economic inequality starts riots. Ghetto residents are so downtrodden, so financially and socially and educationally deprived, that they are driven to periodic rebellion. This is especially true in Miami where blacks are often third-class citizens, behind Anglos and Hispanics. (1989, p. 17)

According to the author, this socioeconomic explanation is the one most frequently heard. The implication is that riots could be avoided by improving employment and housing for blacks. Achenbach consulted educator Marvin Dunn who said:

"They have never rioted because of joblessness, homelessness, or hunger. If they rioted because of joblessness, they'd probably be in a continual state of rioting" (1989, p. 17).

After the most recent riots in January, 1989, the community was again asked to assess itself. An ad hoc committee was appointed. The findings of the committee were noteworthy. "It re-issued the recommendations of the last ad hoc committee to study racial problems in the inner city, the one after the Nevell Johnson shooting. Nothing has changed" (1989, p. 27).

"In the aftermath of Miami's civil disturbances in January, many blacks cited a sense of powerlessness and exclusion from the economic mainstream as a cause of the frustration" (Fredberg, 1989, p. B1). According to a Herald Survey, that perception is a reality in many ways. Discrimination is evident in the Dade business community. Of the top 10 money-making firms in Dade County, no black is a corporate Vice President or higher. Although, "To be sure, blacks in Miami occupy some significant upper-middle-level positions in the private sector" (1989, p. B1). Many firms contacted by the Herald say they believe strongly in affirmative action, but they add

they are embarrassed by the lack of progress (1989). The situation has not escaped the notice of black executives, who, according to Freedberg, say "companies frequently pay only lip service to affirmative action and fail to look ahead enough for potential black managers" (1989, p. B2). Joshua High, Vice President of Corporate Tax at Ryder System Inc., stated in the same article: "'structural' discrimination still exists--at Ryder and companies across the United States . . . . I don't perceive Miami as any more unfair than the rest of the country" (Freedberg, 1989, p. B2).

"The events which led to the riots in the Black community, the new wave of Cuban and Haitian refugees, the differential treatment of these two refugee populations, . . . and the persistent problem of anti-Semitism have all combined to make this community ripe for 'A World of Difference'" (A World of Difference, 1986, p. v). The existence of the program here serves to underscore the problem. Ronald Reagan lent his support to the program with this comment: ". . . you are using not only the power of the media and the educational system but the commitment of your entire community to fight the

bigotry and intolerance that are so destructive to society" (A World of Difference, 1986, p. i).

Americans have great faith in education, "partly because it is easier to install remedial programs in the school than in the home" (Allport, 1979, p. 472). Children in school are a captive audience; they study whatever is presented to them. Acknowledging that prejudice is largely learned at home, Allport, the classic authority on the subject of prejudice on whose research all others' is based, believed that much could be accomplished toward reducing prejudice within the school environment.

> The school, like the church and the laws of the land, can set before the child a higher code than is learned at home, and may create a conscience . . . even if the prejudiced teachings of the home are not entirely overcome. (Allport, 1979, p. 472)

Reasons for including prejudice reduction courses in the curriculum vary. Some treat prejudice as a moral issue. According to this view, the prejudiced person is not to be blamed for his prejudice, but held accountable for his actions. Others see students as future change agents. If students are to change the future of society, then the role of teachers also acquires great significance. Both the methods and the materials must be chosen carefully and responsibly.

Research sustains inclusion of prejudice reduction units in school curriculum. "Racial and ethnic minorities . . . fall behind as they progress through school . . . . Their scores on the verbal and mathematics sections of the SAT are approximately 100 points lower than those of whites" (Sadker, p. 2). Minority students are more likely to drop out of high school. Experts believe something can be done to counteract these trends. The Sadkers' research on Principal effectiveness and pupil achievement focuses on leadership and pedagogical exchange (1986). Their suggestions stem from the observation that "Black and White students who go to desegregated schools have more positive attitudes toward future interracial situations" (1986,p. I-13).

The Sadkers found the solution within the individual classroom rather than in the total school integration plan. Even where schools are desegregated, segregation occurs through ability grouping in individual classrooms. They also believe some segregation occurs informally and is often imposed by the students themselves. While their research focused on sex discrimination, they also revealed information about racial discrimination. "Research shows that teachers are more likely to call

on white male students, and segregated seating arrangements can accentuate this disparity" (1986, p. I-13). The key to success in prejudice reduction as they see it is a non-biased, fully integrated seating arrangement within each classroom. "Integrating the classroom can help teachers more fairly distribute their time and attention to all students" (1986, p. I-13). Integration within the classroom is the teacher's responsibility. Seating charts, groups and teams must be examined for evidence of segregation. They must represent the different populations in the class. When students form segregated groups, the Sadkers believe teachers must intervene (1986).

Cooperative learning groups may be one step toward a solution according to the Sadkers' research. In these heterogenous groups students are responsible for each others' learning. The students share goals, material rewards and/or division of labor. There is face-to-face interaction and a sense that the group sinks or swims together. Research shows that these groupings encourage interracial friendships as well as high achievement (1986).

Galbelko and Michaelis summarized four approaches to prejudice reduction. The first, exhortation, was found to be least effective, but

most frequently used. Exhortation appeals to the "better side" of human nature and relies on the use of reasoned persuasion. The information approach has been found effective where prejudice is based on a lack of experience with the group in question. Dialogue during an intergroup meeting is an essential element of this approach. The third approach is an outgrowth of these meetings. Intergroup contact is an approach which carries great expectations. (See Sadkers' cooperative learning group model outlined previously.) Several preconditions must be met in order for this approach to succeed. Support of authorities, equality of all groups, and a common sense of purpose among participants are essential. Galbelko and Michaelis stressed that everyone must have something to gain or lose from the success of the contact. Finally, the development of Cognitive Sophistication is believed to help reduce prejudice. The assumption is that people who reason well and who question are far less likely to harbour prejudice, or follow others blindly than are those who do not have these skills (1981). Educators believe these skills can be developed in the classroom.

Relying on this fourth approach, Shiman's prejudice reduction activities concentrate on the

thinking and perceiving processes. He includes

> classroom activities for students aimed at raising their level of awareness and understanding of the issues involved in helping them to function more sensitively and thoughtfully in this culturally diverse society. (1979, p. 5)

The activities assist children in discovering what they believe and why. His program consists of four steps: 1) developing the ability to distinguish between fact and opinion and between fact and stereotype, 2) developing the ability to understand concepts such as: prejudice, stereotype, minority, discrimination and pluralism, 3) developing the ability to identify and formulate generalizations and inferences, and 4) developing the ability to understand perception other than one's own. Focusing on the feeling and acting dimension of learning, Shiman admits his program is not without risks. A non-judgmental atmosphere is essential for the level of sharing required by the activities to occur. Believing adaptation of the program by the individual teacher is essential, a key part of his program is teacher self-examination (Shiman, 1979). This self-examination is "aimed at helping teachers to reflect on their own instructional behavior in light of certain issues associated with prejudice and discrimination" (1979, p. 5). Galbelko and Michaelis

shared this concern about the individual instructor. "A final caution is perhaps in order . . . . The sensitivity and objectivity of the teacher are, in the last resort, the supremely important factor" (1981, p. 12).

Shiman's program is aimed at ages nine through 13 where presumably, children are "not a 'fixed personality' whose attitudes cannot be positively influenced" (1979, p. 6). He believes children of this age are open to new experiences and people. This positive outlook leads him to this goal: "to develop in children the competence to challenge the many forms of prejudice and discrimination plaguing us and the commitment to create a pluralistic society in which all people can flourish" (1979, p. 3). Shiman thinks teachers can help in two ways. First, they can integrate appropriate value-laden activities, and second, teachers can serve as models who publicly acknowledge and value differences in human beings. The author's opinion on the teacher's role is best summarized in this statement: "If we cherish the social values we hold, we have a responsibility to communicate this to our students through the curriculum we choose and the issues we ask them to deal with" (1979, p. 13).

Prejudice reduction cannot be achieved through a one time, shot-in-the-arm treatment. The most successful programs are not only integrated within the curriculum, but sustained. Follow-up activities have been found necessary to extend the original learning goal (Shiman, 1979).

The strategy of The World of Difference Teacher/ Student Study Guide is based on research by both Shiman and Allport, the leading authorities, and others who believe that developing the ability to think critically and analytically will produce more tolerant, less prejudiced individuals. "A good education provides the skills necessary to reject prejudiced beliefs and attitudes" (World of Difference, 1986, p. vi).

> The objective of the Guide is to provide teachers with a specific tool that will help them to reduce the prejudice of their students. It has been written with the belief that teachers do make a difference, and that they can do much to counter the persistance of racial, religious, and ethnic prejudice in our society. (1986, p. i).

However, education alone will not reduce prejudice; it requires personal involvement. According to the World of Difference strategy, "Students are more likely to experience a reduction in prejudice when teaching strategies are used that require them to

become involved in the lesson" (1986, p. vi). The Guide's lessons are designed to involve students. They each begin with an activity intended to draw the student into the lesson. The activity is then related to the readings provided for that lesson (1986).

The Guide is divided into four units: I. Local Input, II. American Beliefs and Values, III. Prejudice, Stereotyping and Discrimination, and IV. Scapegoating and Racism. As do most prejudice programs, the Guide relies upon teachers to select appropriate lessons for their particular groups.

> This Resource Guide can appropriately be used in a variety of ways within the school curriculum. The entire Guide can be the basis for a mini-course on intergroup relations. It can also serve as a unit within a Problems of Democracy course, an American Studies course, a sociology course. (1986, p. vii)

The optimism of the "A World of Difference" project does not come without foreboding.

> While most students are unlikely to participate personally in vandalism, desecration, lynchings, and bombings, the vast majority of them do engage in the more subtle forms of prejudice . . . . As the students learn about scapegoating and racism, they should gain a clear understanding of how milder forms of prejudice, if uncontrolled, and in some cases even approved, will lead inevitably to the more virulent forms of prejudice. (1986, p. vii)

Updating the material continually, Hands Across the Campus has distributed a curriculum component of over 1,000 pages in length. Using an inter-disciplinary humanities approach to culture, Tiara stated: "It is hoped that this course will foster better cross-cultural understanding among the members of the school community and the community at large, as students acquire positive life-time values" (1981, p. v). The author explained her program in this manner:

> The course is designed to convey the major concepts through activities and personal involvement as well as readings and research projects. The Units have been arranged in a definite sequence which builds to more complex levels of awareness and understanding. (1981, p. vi)

The six units include: I. The Concept of Culture, II. Group Living, III. Discovery of Self, IV. Race and Ethnicity, V. Immigrant Experience, and VI. Contemporary Issues. Because of its inter-disciplinary nature, course objectives include English and the skills of communication in addition to the expected goals of self-identity, multi-cultural education, and valued education. The role of the teacher is to maintain a classroom environment where students feel free to express their opinions.

Strong interpersonal skills on the part of the teacher are required (1981).

Allport outlined eight imperatives of any unit. He believes they can be taught to children of all ages and can be adapted to be used year after year without loss of effectiveness from repetition. They include:

1) Meaning of race. Anthropological facts given in as much detail as the child can absorb.
2) Customs and their significance in various ethnic groups. Emphasize festivals, exhibits and field trips to places of worship in the community.
3) Nature of group differences. The purpose is to combat fallacious stereotypes.
4) Nature of tabloid thinking. Learn foreigner 1 is not the same as foreigner 2.
5) The scapegoating mechanism. Learn that this is displacement of guilt and aggression.
6) Traits sometimes resulting from victimization. Learn ego defensiveness sometimes leads to objectionable behavior.
7) Facts concerning discrimination and prejudice.
8) Multiple loyalties. Learn loyalties are concentric, larger groups include smaller groups with no exclusion implied. (1979, pp. 473-475)

Allport explained his view this way:

> If segregation of the sexes or races prevails, if authoritarianism and hierarchy dominate the system, the child cannot help but learn that power and status are the dominant factors in human relationships. If, on the other hand, the school system is democratic, if the teacher and child are each respected units, the lesson of respect for the person will easily register. (1979, p. 474-475)

In implementing this practicum proposal, the author utilized the Sadkers' suggestion that the seating arrangement be integrated. This was done immediately following the pretest. While The Guide served as an inspiration for this practicum, the strategy of instruction followed most closely by the writer was that of Shiman. The Guide accepts both Shiman and Allport as authorities in the field of prejudice reduction and includes many of their activities which were selected by the writer who has chosen to cite the original source in these instances. This may give the appearance of dating the material (1979), but the writer has chosen accuracy over appearances. Shiman's lessons were designed to raise the level of awareness on the part of students in order to increase sensitivity and result in prejudice reduction.

CHAPTER III

Methodology

The writer chose to model and adapt Shiman's approach. It was Shiman's attention to the sensitivity of students which influenced this choice. Lessons were selected from The Prejudice Book, and other sources based on this characteristic. Original lessons drawing from World History curriculum, and related to the topic of prejudice reduction, were implemented wherever possible. These lessons were designed to heighten students' ability to empathize with the targets of prejudice throughout history. They implement the final step of Shiman's approach, that of developing the ability to understand perception other than one's own.

WEEK #1

On March 1, 1990, the pretest was administered (Appendix B:58). Directions were explained clearly and students were allowed as much time as they needed to complete the survey. Students were advised that they would be the only class chosen to participate in a special project, and that their cooperation was appreciated.

Two students were selected to assist in planning the new "integrated" seating chart. One student was Black, one was White, both were female. Their suggestions were most helpful. They knew which students had personality conflicts with others and the author made many decisions based on this information.

On the following day, many students were absent which facilitated implementation of the new seating chart (Appendix E:67). Because of the high absentee rate and the movement required in rearranging students, the author decided to delay the introductory activity which would have required students to be out of their seats and moving around the room.

WEEK #2

On March 6, 1990, the introductory activity was presented. Called "Vote with Your Feet," the purpose of this activity was to provide a springboard for discussion of the general topic of prejudice. In that regard, it worked very well. Students enjoyed moving back and forth along a continuum drawn on the chalkboard while the author read a variety of prejudicial statements from a prepared list (Appendix F:69). The follow-up discussion revealed students

were unable to verbalize conclusions or make comparisons of the 25 statements read. Possibly this was due to the low cognitive level of the students participating. The author felt an up-hill battle was at hand.

Because of the earlier delay, the lesson on sexual stereotyping was postponed. The next lesson, "Experiencing Discrimination," was related to the study of World History and was part of a unit about India. The author consulted with a colleague who had utilized a similar technique in a unit on Civil Rights in a United States History course. Adapting and revising the technique, on March 8th the author divided the class into five groups or "castes," giving each caste varying work loads according to their level in society (Appendix G:71). Signs were hung at the front of each row identifying caste membership. The author attempted to treat each level differently, virtually ignoring the outcasts, refusing to answer their questions, while promising "no less than an A" to the Brahmins. After nearly 10 minutes of this treatment, the author revealed the charade. The following lecture on Hinduism and its effects on Indian society was immensely successful as nearly all students received an "A" on the oral quiz

which followed (Appendix G:71). When students were asked to comment on the purpose of the lesson, several made the connection to "racism" although that term had not been included in the lesson. The author kept all materials developed in this lesson and plans to use them again in future World History classes. Colleagues expressed interest in the lesson and the methodology was shared with several other teachers in the Social Studies Department.

WEEK #3

During week three, several related lessons were presented. The first was an extremely inefficient use of classroom time which the author would not use again. "Sexual Stereotyping" took two days to complete, and much of the time students were idle. On March 12th, the students were given a survey (Appendix H:74) to which they indicated with which sex they associated a list of terms. Tabulation of the data was painstakingly slow. The discussion which followed was lively, but students primarily used the opportunity to scream at each other.

The following day, the lesson on terminology was simple and effective. Definitions of predilection, prejudice, discrimination and scapegoating were copied from the blackboard and discussed orally. The

Continuum of Social Relationships (Appendix I:76) was presented through the medium of the overhead projector. Many students made a copy for their own notebooks. Immediately following the lesson, the Evaluation Instrument was administered. This was the first opportunity to monitor progress of the practicum. Part A tested students' knowledge of terminology. The results of Part A of the Evaluation instrument were encouraging. Of the 22 students who participated, only one student missed more than one question. Part B tested students' knowledge of stereotyping; results on this section pointed out the need to reteach this concept.

On March 15, 1990, the author represented the school at a workshop sponsored by the Hands Across the Campus program. Hosted by the Region Coordinators for Social Studies, the subject of the workshop was Cross Cultural Awareness. A curriculum guide of over 1,000 pages was distributed to each participant. This guide became a prized resource. Several of the lessons the author had planned to present were also included; much more was made available. Contact persons were introduced at the workshop who were to prove valuable during the remainder of the practicum implementation period.

WEEK #4

On March 19th, the Sentence Completion questions included in Part C of the Evaluation Instrument (Appendix I:76) were used to facilitate a class discussion during which students revealed success and failure of the program thus far. Students did not yet comprehend stereotyping. The most frequent response to Question #12 on the Evaluation Instrument, "One thing I still don't understand . . ." was "stereotyping." The emphasis of future lessons was based on this revelation.

Later in the week, four imaginary dilemmas associated with prejudice and discrimination were read aloud to the class while students were required to record their responses in written form (Appendix J:78). Answers to oral questions remained "on the topic" because students were able to read from their own papers. The disorder which characterized the discussion of Sexual Stereotyping during week three did not take place.

WEEK #5

On March 28th, students were provided with an opportunity to apply their learning about facts, opinions, generalizations, stereotypes, and discrimination to the analysis of an oral story. The

author read aloud a loose adaptation of a fairy tale titled "Princesses, Prejudices, and a Pea." Reading took about 10 minutes. (The story can be found in Shiman's book.) Students participated in a lively discussion afterwards. They were able to identify examples of each of the concepts listed previously. In a different setting, the lesson might be adapted by using a written copy and different colored markers to identify key concepts.

WEEK #6

Students were asked to assemble a list of various objects of discrimination in order to help students understand that discrimination takes many different forms. This was done by raising hands and recording responses on the chalkboard. This task was quickly done and in just a few minutes over 30 categories were listed. A copy was included in the writer's log. It was apparent that the list was practically limitless, and consequently students formed their own conclusions regarding the variety of discrimination which exists.

WEEK #7

The Social Distance Scale (Appendix K:80) was used as a monitoring device. Measuring the level of acceptance of different racial, ethnic, national, and

religious groups, the scale used a numerical system with "one" being distant and "seven" being close. The author compared responses indicating either black or white prejudice on the part of an opposite race respondent. Only one of those measured indicated prejudice, and all others responded with a degree of closeness closer than five on the scale. In reviewing this data, the author revealed that Cubans had inadvertently been omitted from the list. In order to use this activity again, the list would need to be revised and shortened.

WEEK #8

To help students distinguish between a stereotype and a fact, and to assess the students' abilities to do so, the class was given a copy of the Stereotype and Fact Test (Appendix D:64). They marked S before statements that were examples of stereotypes, and F before statements of fact. After they had completed the activity, an oral discussion was held and students were afforded an opportunity to explain their answers. During the discussion, it was pointed out that stereotypes might not be altogether false, and many possess an element of truth, but that they exaggerate beyond the facts.

An analysis of the answers on the part of the respondents revealed a substantial amount of prejudice remained. However, during the oral discussion, students were very interested in gaining "facts" and correcting their own "errors" as they perceived them. The instrument could have been improved by editing item 14 and by condensing the format to fit on one side of the page. Items pertaining to the local situation should have been inserted.

On April 27th, the author participated in the Student Leadership Workshop held at Miami-Dade North Community College and sponsored by the Hands Across the Campus Project. Three students, including one from the target group, attended. One was Hispanic, one a Black female, and the third, a Black male. These students later assisted in directing a group activity presented at the workshop to the target group (see Week 10). The facilitator kindly sent directions for the "Headband" activity to the author.

WEEK #9

The author continued to include World History lessons on the practicum topic where it was possible. A chapter titled "The Supremacy of Europe" provided another opportunity. One of the political scandals

of the Third Republic of France was the Dreyfus case. A Jewish officer on the general staff of the French army, Dreyfus was a victim of anti-Semitism in Nineteenth century France. As students learned of the circumstances and details of the case through classroom activities (Appendix L:82), they developed and expressed empathy. Comments shot forth: "They did that man wrong!" and "Look at the picture, they're just trying to make him feel low!"

On May 8th, a video recommended at the Hands Across the Campus workshop was shown to the class. "Proud to be Me: Developing Self-Esteem" did not interest the students. After watching the video for 45 minutes, students could not define self-esteem orally.

WEEK #10

Directions for the "Headband Activity" (Appendix M:84) called for paper headbands to be worn by the students. The art teacher, when asked for construction paper, designed a headband made from poster board with a self-adjusting feature and provided a class set. The goal of the activity was to experience the power and cumulative effect of interpersonal expectations in shaping people's behavior. Using concentric circles of students

wearing headbands with cards attached stating "I'm a snob" or "Laugh at me," students chatted with each other and moved when time was called. They were directed to treat others according to what was written on the card. The three students who attended the leadership conference earlier assisted by explaining directions, supervising, and summarizing the purpose of the activity to the class after the discussion period.

Because of the results on the Evaluation Instrument administered during Week 3, the author chose to include a lesson on generalizations as they relate to the concept of stereotyping. The goal was to allow students to become aware that almost all generalizations about people need to be qualified. Students were presented with a list of generalizations and asked to express the degree to which they felt the statement was valid (Appendix N:87). After the students completed the list, they were asked to explain their reasons for checking a particular column. Students learned to be willing to change, qualify, or reject generalizations when additional information required it. To reinforce the activity, students were invited to give examples orally.

WEEK #11

The author decided to delay administration of the posttest until after a unit on the Holocaust was presented. As part of the unit, a lesson concerning the impact of anti-Semitism was included. The author adapted materials from a curriculum guide In Their Words: "To Die Was Easy". The guide was distributed in March of 1989 at a workshop attended by the author held at the Holocaust Documentation and Education Center at Florida International University North Campus.

The goal of the lesson was to have students examine step by step a chronology of laws and actions directed against Jews in Nazi Germany from 1933-45. The purpose was to have students understand and explain the effects these laws had on Jews. Students were also expected to be able to define words from a list of terms essential to understanding the rise of Nazism.

The Chronology of Laws (Appendix O:89) was reproduced on acetates for the overhead projector. Six pages long, the length itself was impressive to students. Volunteers took turns reading the laws and other actions orally. Discussion took place whenever students felt moved to comment. They paid good

attention and exhibited a high level of empathy. Their comments were insightful. As the laws became more and more oppressive, comments showed increasing frustration. Questions such as: "Why didn't the government stop this?" and "What did the United States do about this?" facilitated the effectiveness of the lesson.

WEEK #12

The unit on the Holocaust included a visit from a Holocaust survivor, Helene Laster. This guest speaker was provided by the Holocaust Documentation and Education Center. The target group was invited to hear Mrs. Laster give her eye witness account of the effects of prejudice. Her presentation was moving. During the question and answer session, one of the students from the author's project asked whether she was prejudiced against Germans. Her reply was surprising. She said that hating Germans would take too much energy and love from her own life, and she refused to allow that to happen.

At the conclusion of the unit on the Holocaust, the posttest was administered. Specific analysis of the results will be included in the next chapter. The lessons relating to World History developed

during the implementation of the practicum will be utilized by the author during the next school year.

CHAPTER IV

Results

A comparison of the pretest and posttest indicated the primary objective of the practicum was achieved. Fifty percent of the total target group improved their prejudice rating by one category. There were four students who were unprejudiced at the beginning of the project whose scores were unaffected. Of the remaining 16 participants, 10 dropped one category, as predicted, which resulted in an improvement rating of 63 percent.

The criteria for placement in various categories was based on the number of responses judged as prejudiced on the survey instrument (Appendix B:58). There were four categories of prejudice. A score of one or two was "Unprejudiced," category one. A score of three or four put the respondent in category two--"Moderately Prejudiced." Category three included those who had responded negatively from five to seven times--"Prejudiced." The final category, "Very Prejudiced," was used for those who scored from eight to 10. Table I presents the results for each student on each test and records the differences gained.

Table I

A Comparison of Pretest and Posttest Results

Student #	Race	Pretest	Posttest	Difference
001	BF	3	2	-1
002	BF	3	2	-1
003	WM	3	2	-1
004	BF	1	0	0
005	BF	3	1	-2
006	HF	3	2	-1
007	BM	3	3	0
008	WF	2	3	+1
009	HF	1	0	-1
010	BM	3	2	-1
011	BF	4	3	-1
012	BF	3	3	0
013	BF	3	3	0
014	HF	2	2	0
015	BM	2	2	0
016	BM	3	2	-1
017	BM	1	1	0
018	BF	3	3	0
019	HF	1	1	0
020	BM	2	1	-1

Legend: B-Black H-Hispanic W-White M-Male F-Female

The author noted that student #008 recorded an increase in prejudice. This may have been a reaction to the break-up of an interracial relationship during the project. A contributing factor to the success of the project may have been due, in part, to the extra attention paid to the target group and to the weekly reinforcement of the objectives.

The first sub-objective of the practicum was for the students to demonstrate knowledge of the terminology of prejudice by correctly answering four of five questions on the Evaluation Instrument (Appendix C:61). Table II indicates this objective was achieved by all but one of the participants. Terminology was tested on Part A of the test.

The success of Part A of the test was the result of administering the test immediately after the presentation of the lesson. This was not true of Part B. Part B of the Evaluation Instrument tested the student's knowledge of stereotyping presented in an earlier lesson. The "Sexual Stereotyping" lesson was not deemed a success by the author, and the concept of stereotyping was a difficult one to learn. Because of the number of errors on this section of the test, and the results of the Stereotype Versus Fact Test, future lessons were included which attempted to clarify the concept.

Table II

Results of Evaluation Instrument
By Number Of Questions Missed:

Student #	Part A	Part B
001	0	0
002	0	1
003	0	1
004	0	1
005	0	4
006	0	0
007	4	3
008	0	1
009	0	0
010	0	0
011	0	2
012	1	2
013	0	1
014	0	1
015	0	2
016	0	1
017	1	4
018	0	2
019	1	3
020	0	3

Table III

Student Scores By Percentage On Stereotype/Fact Test

Student #	Percent
001	50
002	80
003	80
004	50
005	80
006	70
007	85
008	80
009	85
010	80
011	60
012	55
013	70
014	60
015	70
016	95
017	65
018	50
019	60
020	40

The second sub-objective was for students to distinguish between a stereotype and a fact. Seventy-five percent of the students were expected to achieve this goal. Only 35 percent were successful (Table III). The lack of cognitive skill and lack of cultural literacy on the part of the target group contributed to this failure. In the discussion period following the activity, students were eager to acquire the "facts" presented on the test,

demonstrating a willingness to acquire missing "cultural literacy."

The third sub-objective was to find evidence of reduced sexual stereotyping on the pre and post-tests. An analysis of item #8 was used for this purpose. Very little movement occurred. Results were inconclusive. Data from the "Sexual Stereotyping" lesson (Appendix H) was included on Table IV.

The Sexual Stereotyping scores revealed a wide range of opinion. Scores were obtained by tallying responses in the "both" and "neither" columns. Scores ranged from zero to 16. Using five as a cut off point for extreme and 10 for moderate prejudice, 72 percent of the class was judged either moderately or extremely sexually prejudiced. Strongly held opinions, sexual stereotypes proved difficult to change.

Table IV

An Analysis of Sexual Stereotyping Data

Student #	Pre	Post	S.S. Score
001	SA	A	3
002	SD	SD	11
003	D	NO	7
004	D	SD	13
005	SD	D	8
006	D	D	14
007	SD	NO	5
008	SD	SD	6
009	SD	D	16
010	SA	A	8
011	D	D	8
012	SD	D	12
013	SD	SD	NS
014	D	SD	NS
015	A	NO	0
016	SD	D	3
017	D	SD	8
018	SA	SA	8
019	SD	D	5
020	A	A	10

Legend for Table IV: SA-strongly agree; A-agree; NO-no opinion; D-disagree; SD-strongly disagree; NS-no score; S.S. Score-Sexual Stereotyping Score Pre and Post-response to item #8 on survey.

On the whole, classroom behavior improved. Only one referral was written during the project, and it was unrelated to prejudice. The classroom was a friendlier place, a result of the effort related to the implementation of the practicum project. The author developed advisor-advisee relationships with

several of the students. There were no overt incidents of name calling between races recorded in the log.

CHAPTER V

Recommendations

Much of this practicum has already been shared. Individual lesson plans which dealt directly with World History such as "Experiencing Discrimination," (Appendix G:71) and the Holocaust materials (Appendix O:89) have been passed along to others in the Social Studies Department at the target school. The "Headband Activity" (Appendix M:84) and other materials from Hands Across the Campus will certainly be shared with whoever receives the Sociology/ Psychology assignment for the next school year. A colleague has invited the author to share the results of the practicum with her classes as a guest speaker next fall. A copy of the final report will be made available to the administration, the Social Studies Supervisor, and to the Intergroup Relations Team.

The Prejudice Reduction Program designed by this author could be effectively used in any World History class offered in the state of Florida. The positive results achieved through the practicum activities make doing so worthwhile. Additional lessons could

easily be found in the present World History curriculum and adapted to this use. It would be easy to imagine the relevance of the Middle Ages to this topic. Discrimination was inherent in the feudal system. Fairy tales such as "Princesses, Prejudices and a Pea" and others could be used to explain not only the concept of prejudice, but also the medieval concept of chivalry. Students would learn that life in the Middle Ages was not free from prejudice or discrimination. Black Death, a plague which killed one-third of Europe, was blamed on Jews poisoning the wells. Thousands of Jews were killed in retaliation as the Christian Crusaders traveled to the Holy Land to fight Moslems. Examples abound throughout World History.

Other materials developed during this practicum easily find a place in the curriculum during Black History Month. The oral story utilized in "Discrimination Dilemmas" (Appendix J:78) could serve as a point at which to begin discussion for such a unit. Students could use the Continuum of social relationships (Appendix I:76) to analyze their own feelings and actions related to discrimination.

The author would recommend obtaining a copy of Shiman's book, The Prejudice Book and choosing from

the variety of lessons presented there. Also available within the school system are copies of the A World of Difference Guide and the Hands Across the Campus materials. These are invaluable resources. Any in-service presented by either of these sponsors is recommended. The Holocaust Education and Information Center makes guest speakers easily available to the classroom teacher. The speakers have been screened, and are always excellent. A complete two week unit on the Holocaust with objectives and all materials can be obtained there.

There is a wealth of materials available. This practicum has chosen from these materials and adapted them for use in a ninth grade World History class. Any history course could provide a suitable setting. United States History would be a particularly good choice with a unit on Civil Rights expanded to include prejudice reduction activities. In the seventh grade curriculum, the Civics offering provides another perfect opportunity. Prejudice reduction is one of the duties of a responsible Civics instructor.

The application of this practicum need not be limited to Social Studies. Language arts teachers could effectively use the "Sexual Stereotyping"

lesson as the basis for a writing activity. Students could be asked to pretend to take on the role of a member of the opposite sex and to write about their experiences. A lively class discussion would certainly follow. Both writing and oral expression skills would be challenged.

As long as prejudice and discrimination continue to exist in our society, they exist in our schools, and they remain the concern of educators. The writer believes that progress could be made if teachers would simply examine the materials presented here, and use their imagination to relate their present curriculum to the topic of prejudice reduction.

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APPENDICES

APPENDIX A

Original Opinion Survey

OPINION SURVEY

Directions: Answer each question honestly. Use the space marked "a" if you strongly agree, use "b" is you agree, use "c"if you are undecided or have no opinion. If you disagree, mark "d", if you strongly disagree, use "e".

Background: Answer the first four questions about yourself.

1. Age: a) 14 b) 15 c) 16 d) 17 e) 18 or over.

2. Sex: a) Male b) Female.

3. Race: a) White b) Black c) Hispanic d) Asian e) Other.

4. Grade in School: a) 9 b) 10 c) 11 d) 12.

5. There is little hope for progress in China because it is so overpopulated.

6. America's progress proves that our system of government is more successful than any other system.

7. The Japanese are basically cruel people. Think of the tortures and Kamikaze attacks during World War II.

8. The purpose of America's military and diplomatic missions aboard is to bring peace to the world.

9. If the Russian or Cuban people really had a choice, they would prefer our form of government, rather than Communism.

10. The Chinese and other Asian people have little regard for human life. Look at the massacre in Tienemien Square.

11. The capitalist economic system in America assures each man an equal chance at success.

12. Communist countries are all working together to overthrow the government of the United States, and take over America.

13. The people of India will never go to heaven because they believe in too many gods. Everyone knows there is only one true God.

14. We should keep a close watch so that Germany and Japan don't become too powerful again. Remember, they are aggressive peoples--they started World War II.

15. Italians are more addicted to cheating than other people. Think of the Mafia, for instance.

16. Refusal to salute the flag shows that a person has no respect for his country.

17. Mexicans are so dirty and ignorant that they are really unsuited to do anything except to be migrant farm workers.

18. The Swedish people have looser morals than we do. They started the trend in making dirty movies.

19. Jews are all pushy and money hungry. That is how they get ahead.

20. Girls are smarter than boys.

21. Women should take care of the home while men go to work.

22. Black people should live in their own neighborhood.

23. People should be required to stop work when they reach 70.

24. Most old people need to be taken care of.

25. Slow learners should be in special classes by themselves.

26. Children who are deaf should go to special schools for the deaf.

27. People are poor because they are lazy.

28. Rich people are more honest than poor people.

29. Successful people are more likely to have intelligent children than unsuccessful people.

30. If a child disagrees with his parents, he has no respect for them.

31. Too many Blacks would rather be on welfare than work.

32. White America is the only reason that Blacks haven't made it yet.

33. It is impossible for whites to understand Blacks.

34. Cubans are loud and noisy people.

35. Cubans stick together.

36. Haitians are low-class people. Some of them eat cats.

37. Haitians generally wear loud-colored clothing.

38. Women are inferior to men because they are too emotional to be intelligent or responsible.

Source: Adaptation of non-copyrighted materials received from Social Studies Department Chairman (Senior High School within district of target school).

APPENDIX B

Revised Opinion Survey Form

OPINION SURVEY

Directions: Read each statement carefully. Use the space marked "A" if you strongly agree, using "B" if you agree, use "C" if you are undecided or have no opinion. If you disagree, mark "D". If you strongly disagree, use "E".

Answer the first four questions about yourself.

1. Age: A. 14 or below B. 15 C. 16 D. 17
   E. 18 or above.

2. Sex: A. Male F. Female

3. Race: A. White B. Black C. Hispanic
   D. Asian E. Other

4. Grade in School: A. 9 B. 10 C. 11 D. 12

5. Black people should live in their own neighborhood.

6. Hispanics are loud and noisy people.

7. White America is the only reason Blacks haven't made it yet.

8. Women should take care of the home while men work.

9. It is impossible for Whites to understand Blacks.

10. Blacks possess a special sense of rhythm.

11. Americans save the crummy jobs for newcomers.

12. Hispanics make very poor drivers. They use the horn instead of their head.

13. Too many Blacks would rather be on welfare than work.

14. Hispanics have taken all the good jobs in this city.

15. Successful people are more likely to have intelligent children than unsuccessful people.

16. Blacks are lazy when compared to other races.

17. Hispanic people always stick together. They really don't like regular Americans.

18. Most old people need to be taken care of.

19. The United States is an English-speaking country and Hispanics should learn to speak the language.

20. Most White Americans are secretly sympathetic with the Ku Klux Klan.

21. White people cannot dance.

22. Blacks are naturally better athletes.

Source: Adapted from Original Survey, Appendix A

APPENDIX C

Evaluation Instrument

EVALUATION INSTRUMENT

Part A: Multiple Choice: Choose the letter of the response which defines each vocabulary word.

1. Prejudice means:

   a. to judge people without really knowing them.
   b. a belief that all people of a certain group will all behave alike.
   c. to keep someone out of activities just because of what group they belong to.
   d. having to do with what country our ancestors came from.

2. Discrimination means:

   a. to judge people without really knowing them.
   b. to keep someone out of activities just because of what group they belong to.
   c. those beliefs and qualities that people have in common.
   d. our belief about something, whether we like it or not.

3. Predilection means:

   a. having to do with what country our ancestors came from.
   b. those beliefs that people have in common.
   c. simply preferring one culture over another.
   d. to judge someone without really knowing them.

4. Scapegoating means:

   a. to keep someone out of activities just because of what group they belong to.
   b. blaming someone for something just because of what group they belong to.
   c. those beliefs that people have in common.
   d. our belief about something, whether we like it or not.

5. Stereotyping means:

   a. a belief that all people of a certain group will behave alike.
   b. those beliefs that people have in common.
   c. our belief about something, whether we like it or not.
   d. to keep someone out of activities just because of what group they belong to.

Part B: True or False? Put a "T" or an "F" before each statement.

6. Stereotypes are generally more negative than positive.

7. Stereotypes are often used to justify prejudice.

8. There is no harm done by prejudice, other than in the mind of the person where it takes place.

9. There is no harm done by discrimination.

10. Stereotyping blocks us from seeing people as unique, special human beings.

Part C: Sentence Completion:

Finish these sentences by expressing your own opinions.

11. The most important thing I learned from the lessons this week was ...

12. One thing I still don't understand is ...

Source: Original

APPENDIX D

Stereotype Versus Fact Test

STEREOTYPE/FACT TEST

Directions: Put an "S" before statements which are examples of stereotypes and an "F" before statements which are fact.

___ 1. Africans are primitive and backward.

___ 2. Most people over 65 years of age are no longer working.

___ 3. Politicians are dishonest and can't be trusted.

___ 4. Americans are rich.

___ 5. Women are too emotional to hold important jobs in the government.

___ 6. People are poor because they are lazy and don't want to work.

___ 7. The United States government is run principally by men.

___ 8. Jews care more about making money than anything else.

___ 9. People in wheelchairs can't play sports like basketball.

___ 10. The United States is a very wealthy country with a lot of natural resources.

___ 11. Many Black citizens have made important contributions to American society.

___ 12. More Jews live in New York than in any other state in the country.

___ 13. Africa is a continent containing more than forty independent nations.

___ 14. Most of the wars in the world have been caused by the actions of men.

___ 15. The British government is friendly to the United States.

___ 16. Fat people are jolly.

___ 17. Boys are braver than girls.

___ 18. Africa is a continent of jungles and rain forests.

___ 19. There are over ten million physically disabled people in this country.

___ 20. Mexican-Americans are best suited to pick crops on farms.

Adapted from: Shiman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX E

Integrated Seating Chart: By Race and Sex

SEATING CHART

Row 1	BM	BF	BM	BM	HF	BF
Row 2	HF	BF	WM	BM	BF	WF
Row 3	BF	BM	BF	BF	BF	BF
Row 4	HF	BM	BM	BM	BM	WM
Row 5	BM	BM	BF	HF	BM	BM

KEY:

B Black

W White

H Hispanic

M Male

F Female

Source: Original

Credit: Sadkers (See Reference List)

APPENDIX F

"Vote With Your Feet" Sample Statements

SAMPLE STATEMENTS

General:

Girls are smarter than boys.
Baseball is more fun than any other sport.
Children should be seen but not heard.
Everything always turns out for the best.
If someone hits you first, it's okay to hit back.
If you need a good grade, it's okay to cheat on a test.

Sexism:

Women should take care of the home while men go to work.
Boys shouldn't play with dolls.
Girls shouldn't want to play baseball with boys.
A husband and wife should make all important decisions together.

Racism:

Black people should live in their own neighborhood.
Blacks are better dancers than whites.
White people treat blacks unfairly.
Blacks are not as smart as whites.

Agism:

People should be required to stop work when they reach 70.
Children should have the same rights as adults.
Children should be allowed to determine what they study in school.
Most old people need to be taken care of.

Handicappism:

Slow learners should be in special classes by themselves.
Handicapped children should go to school with all other children.
Children who are deaf should go to special schools for the deaf.
Healthy children feel uncomfortable when they are around handicapped children.

Classism:

People are poor because they are lazy.
In America, anybody can become President.
Rich people are smarter than poor people.
Rich people are more honest than poor people.

Adapted from: Shiman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX G

"Experiencing Discrimination"

List of Assignments (by Caste) and Quiz

ASSIGNMENTS

1. Ditto #17: "India: Land of Enchantment." (Text: History of Your World.)
2. Ditto #18: "India Adopts Beliefs of World's Two Largest Faiths." (Text: History of Your World.)
3. Lecture notes from board "The Caste System".
4. Quiz
5. Draw map, page 62 (Text: Achievements Through the Ages.)
6. Oral reading, page 69, "The Caste System."
7. Oral reading, page 70, "Hinduism."
8. Questions, page 71.
9. Vocabulary, page 76.

CASTES

BRAHMIN (priestly). Do only #6 and #7, automatic A.

KSHAARIYA (warrior). Do #3, 4, 6, 7.

VAISYA (merchants and craftsmen). Do #3, 4, 6, 7, 8.

SUDRA (unskilled laborers). Do #3, 4, 8, 9, may not read orally, may listen only.

UNTOUCHABLE (outcasts). Do #1-9, may not read orally, no one in room allowed to talk to you, made to face away from others.

Source: Original

QUIZ

1. Hinduism taught that everything had a:

   a. soul b. spark c. message

2. Through _____ the human soul is reborn in men and animals.

   a. fortune b. reincarnation c. effort

3. The Hindus who do not belong to a caste are called:

   a. heathen b. lepers c. untouchable

4. Hindus eat no _____.

5. What is a Sudra?

Grading Scale:

A--none wrong

B--one wrong

C--none

D--two wrong

F--three or more

Source: Original

APPENDIX H

Sexual Stereotyping Opinion Survey

OPINION SURVEY

Directions:
Check one answer for each item. Indicate whether you associate this work or phrase more with one sex than another, with both sexes equally, or with neither sex.
Circle your own sex: M - F

		Boys	Girls	Boys	Neither
1.	Adventurous	____	____	____	____
2.	Gentle	____	____	____	____
3.	Quiet	____	____	____	____
4.	Powerful	____	____	____	____
5.	Concerned about appearance	____	____	____	____
6.	Emotional	____	____	____	____
7.	Noisy	____	____	____	____
8.	Competitive	____	____	____	____
9.	Affectionate	____	____	____	____
10.	Weak	____	____	____	____
11.	Afraid	____	____	____	____
12.	Confident	____	____	____	____
13.	Brave	____	____	____	____
14.	Take Charge	____	____	____	____
15.	Bad	____	____	____	____
16.	Give In Easily	____	____	____	____
17.	Good	____	____	____	____

Adapted from: Shiman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX I

Prejudice Terminology

and

Continuum of Social Relationships

VOCABULARY

Predilection simply means that someone prefers one culture, one skin color, or one language as opposed to another. Predilections are natural. But they are the first step toward scapegoating if they turn into more active feelings. There are three things that sometimes happen to people.

The first one is prejudice. Prejudice means to judge someone before you really know him or her. People might judge someone because of skin color, sex or religion.

Discrimination means to keep someone out of the things that other people are allowed to be a part of. For example, if a certain group is not allowed to have a job or live in a neighborhood or go to a school, that can be discrimination. It is discrimination if they are kept out because of what group they belong to.

The worse thing that sometimes happens is scapegoating. Scapegoating is blaming people for things they didn't do just because of what group they belong to. Sometimes people can become scapegoats just because they are weaker or smaller or different than those blaming them.

A Continuum of Social Relationships:

Friendly	Cooperation
	Respect
	Tolerance
	Predilection
	Prejudice
	Discrimination
Hostile	Scapegoating

Adapted from: A World of Difference, New York, The Anti-Defamation League, 1984.

APPENDIX J

Discrimination Dilemmas: Story and Questions

DISCRIMINATION DILEMMAS

STORY

You are going to have a party and have invited all your good friends to the party. All your friends are white (or black) like you. Since planning the party and inviting the guests, you have made a new friend named Roger who is black (or white).

You like Roger and want to invite him to your party. However, you are hesitant to invite Roger because you know that Bill and Peter, whom you have already invited to the party, are prejudiced against blacks (or whites).

QUESTIONS

What do you do? Do you invite Roger?

What if the party is still in the planning stages and you have the opportunity to choose between Roger and Bill and Peter?

Would you consider cancelling the party?

Adapted from: Ehman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX K

The Social Distance Scale

THE SOCIAL DISTANCE SCALE

Categories of Acceptance

1. I would not let them in my country.
2. I would let them in my country, but only as visitors.
3. I would let them become citizens of my country.
4. I would welcome them as classmates in my school.
5. I would welcome them as neighbors on my street.
6. I would let them in my club as personal friends.
7. I would be willing for my sister or brother to marry (or date) them.

List of Racial, Ethnic, National, and Religious Groups

___ Arabs
___ Blacks
___ Canadians
___ Catholics
___ Chinese
___ Chicanos
___ Danireans
___ Indians (U.S.)
___ Indians (India)
___ Irish
___ Italians
___ Japanese
___ Japanese-Americans
___ Jews
___ Mexicans
___ Moslems
___ Puerto Ricans
___ Russians
___ Whites

Adapted from: Shiman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX L

Classroom Activities: Dreyfus Case

CLASSROOM ACTIVITIES

Read pages 470-471 in Achievements Through The Ages.

Answer these questions in your notebook.

1. Identify Captain Alfred Dreyfus.
2. Of what crime was he convicted?
3. Define anti-Semitism.
4. Tell what happened in 1896.
5. Identify who was really guilty of the crime.
6. What action did author Emile Zola take?
7. Why do you believe Dreyfus was convicted a second time?
8. When and in what court was Dreyfus finally cleared?

Oral Discussion

Examine the illustration on page 470. Which man is Dreyfus? What is happening in the picture? How do you feel about what is happening?

Source: Original

APPENDIX M

Headband Activity

HEADBAND ACTIVITY

Materials needed:

Paper headbands with a phrase printed on each.

Prepare ahead of time. Whistle.

Setting the Scene:

Explain the goal of the activity: To experience the power and cumulative effect of interpersonal expectations in shaping people's behavior.

Describe the Activity:

Each of you will be wearing a paper headband. Do not look at your own headband. Think of a social situation where people may meet and converse. Others will read your headband and will treat you accordingly. The object of the simulation is not just to find out what the headband says but to experience what it's like to have others treat you with preconceived expectations.

Procedure:

Divide the group in half, designating one half A's, the other half B's. Have A's form an outer circle, the B's, an inner circle. Each "A" person should be facing a "B" person. Each circle will move in the opposite direction.

Explain:

You will be meeting for approximately 30 seconds. Read the headband and adopt the indicated attitude toward the person. Be subtle. Do not tell the person exactly what the headband says.

At the designated signal, students will move to new partners, continuing until they rotate back to the original partner.

Debriefing:

Before students remove their headbands, ask them to guess what is written on them. Ask students to explain how they felt during the activity.

SAMPLE PHRASES

1. I lie a lot.
2. I make people nervous.
3. I make dumb remarks.
4. Laugh at me.
5. I'm dependable.
6. I'm a slob.
7. I'm very lazy.

Adapted from: Tiara, Esther A. Hands Across the Campus, Los Angeles Unified School District, 1981.

APPENDIX N

Generalizations: Student Activity

GENERALIZATIONS

Directions: Check the column which best expresses the degree to which you feel each statement is true.

Generalization	Degree of Validity					
	All or Almost All	Most	Many	Some	Few	Don't Know
1. Baseballs are white.						
2. Elephants are strong.						
3. Fish have gills.						
4. Spiders are poisonous.						
5. Candy is bad for your teeth.						
6. Babies cry.						
7. Politicians are dishonest.						
8. Teachers are smarter than children.						
9. Poor people are lazy.						
10. Americans are rich.						

Adapted from: Shiman, David A., The Prejudice Book, New York, The Anti-Defamation League, 1979.

APPENDIX O

Holocaust Materials: Vocabulary and Chronology

VOCABULARY - THE RISE OF NAZISM

1. Anti-Semitism - religious prejudice against Jews
2. Aryan - In Nazi ideology, a Nordic type Caucasian
3. Gestapo - The German Secret Police
4. Nazi - A member of a German Fascist Party
5. Storm Troopers - The "army" of the Nazi Party
6. Third Reich - Third Empire: what the Nazis called their government
7. Totalitarian State - a government that does not allow any opposition
8. Pogrom - an organized persecution and massacre of a minority group

Adapted from: In Their Words: "To Die Was Easy", David Ben-Gurion Culture Club, Inc., 1989.

CHRONOLOGY OF LAWS AND ACTIONS DIRECTED AGAINST JEWS IN NAZI GERMANY 1933-45

1933

January 30	Adolf Hitler becomes Chancellor of Reich. He is the Supreme Leader of the NSDAP (National Socialist German Workers Party) and the SA (Storm Troopers).
March 5	Adolf Hitler receives a strong vote of confidence from the German people in the Reichstagswahl (parliamentary elections).
March 24	The Reichstag (German Parliament) empowers Hitler to enact laws on its behalf.
April 1	Hitler proclaims a one-day boycott of all Jewish shops.
April 7	All non-Aryan civil servants, with the exception of soldiers, are forcibly retired.
April 21	Kosher butchering is forbidden by law.
April 25	Fewer non-Aryan children are admitted to German schools and universities.
June 16	There are 5,000,000 Jews living in the Third Reich.
July 14	German nationality can be revoked--for those considered "undesirable" by the government.

1934

August 2	Paul Von Hindenburg, second president of the German Republic, dies.
August 3	Adolf Hitler declares himself both President and Chancellor of the Third Reich.

1935

March 16	Compulsory military service is reinstituted in Germany in open defiance of the Versailles Treaty.
September 6	Jewish newspapers can no longer be sold in the street.
September 15	Nuremberg Laws deprive Jews of German citizenship and reduce them to the status of "subjects"; forbid marriage or any sexual relations between Jews and Aryans; forbid Jews to employ Aryan servants under the age of 35.

1936

March 7	Jews no longer have the right to participate in parliamentary elections. The German army reoccupies the Rhineland.
August 1	The Olympic Games are opened in Berlin. Signs reading "Jews Not Welcome" are temporarily removed from most public places by order of the Fuhrer--to present a favorable and misleading picture to foreign tourists.

1937

July 2	More Jewish students are removed from German schools and universities.
November 16	Jews can obtain passports for travel abroad only in special cases.

1938

March 11	German troops march into Austria.
July 6	Jews may no longer follow certain occupations such as broker, matchmaker, tourist guide, real estate agent.
July 23	As of January 1, 1939, all Jews must carry identification cards.
July 25	As of September 30, 1938, Jewish doctors can be regarded only as "medical attendants."

July 27	All Jewish street names are replaced.
August 17	As of January 1, 1939, all Jews must have only Jewish first names. If a Jew has a German first name, "Israel" or "Sarah" must be added to it.
October 5	Jewish passports are marked with a "J".
October 28	15,000 "stateless" Jews are "resettled" in Poland.
November 7	Herschel Grynszpan, a Jew, attempts to assassinate the German Attache, von Rath, in Paris.
November 9	Von Rath dies. Goebbels, recognizing the propaganda value, issues instructions that "spontaneous demonstrations" against Jews are to be "organized and executed" throughout Germany--in retaliation! Pogrom begins.
November 10	Pogrom continues.
November 11	Jews may no longer own or bear arms. Destruction of synagogues in entire Reich.
November 12	Following the Nazi-organized pogrom, "reparations" of one billion Reichsmarks are imposed on the German Jews, and they must further repair all damages at their own cost. Jews may no longer head businesses. Jews may no longer attend plays, movies, concerts, and exhibitions.
November 15	All Jewish children remaining in German schools are removed to Jewish schools.
November 23	All Jewish businesses are closed down.
November 28	Jews may no longer be in certain districts at certain times.
December 3	Local authorities allowed to bar Jews from the streets on Nazi holidays. Jews must hand in their driver's licenses and car registrations. Jews must sell their businesses, real estate, and hand over their securities and jewelry.
December 8	Jews may no longer attend universities.

1939

March 15	German troops march into Czechoslovakia.
April 30	Rent protection for Jews is reduced.
May 17	About 215,000 Jews still live in the Third Reich.
September 1	Germany declares war on Poland.
September 3	WORLD WAR II BEGINS (Curfew for Jews is instituted: 9 p.m. in summer, 8 p.m. in winter.)
September 21	Pogroms against Jews in Poland.
September 23	All Jews must hand in their radios to police.
October 12	Austrian Jews are beginning to be deported to Poland.
October 19	"Reparations" for German Jews are increased to 1.25 billion Reichmarks and are now payable by November 15, 1939.
November 23	Polish Jews must now wear yellow Stars of David.

1940

February 6	Unlike the rest of the German people, Jews do not receive clothing coupons.
February 12	German Jews begin to be taken into "protective custody," that is, deported to concentration camps.
July 29	Jews may no longer have telephones.
December 24	Jews to pay special income tax.

1941

June 12	Jews must designate themselves as "unbelievers."
July 31	Beginning of the "final solution."

September 1	Every Jew in Germany must also wear a Star of David. Jews may no longer leave their places of residence without permission of the police.
October 14	The large-scale deportation of Jews to concentration camps begins.
October 24	Friendly relations with Jews prohibited.
December 26	Jews may no longer use public telephones.

1942

January 1	Approximately 130,000 Jews now live in the Third Reich.
January 10	Jews must hand in any woolen and fur clothing still in their possession.
February 17	Jews may no longer subscribe to newspapers or magazines.
April 17	A Jewish apartment must be identified as such with the Star of David beside the name plate.
April 24	Jews are forbidden the use of public transportation.
May 15	Jews are forbidden to keep dogs, cats, birds, etc.
May 29	Jews are no longer permitted to visit barber shops.
June 9	Jews must hand over all "spare" clothing.
June 11	Jews no longer receive smoking coupons.
June 19	Jews must hand over all electrical and optical equipment, as well as typewriters and bicycles.
June 20	Blind or deaf Jews may no longer wear arm bands identifying their condition in traffic.
September 9	Jews can no longer buy meat, eggs, or milk.

October 4	All Jews still in concentration camps in Germany are to be transferred to Auschwitz (extermination camp).

1943

April 21	Jews found guilty of crimes are to be conveyed to extermination camps in Auschwitz or Lublin after serving their sentences.
July 1	Property of Jews to be confiscated after their deaths.

Source: In Their Words: "To Die Was Easy", David Ben-Gurion Culture Club, Inc., 1989.